

IMPORTANT INFORMATION ABOUT THE 2018-2019 SECTION 32P GRANTS

The 2018-2019 Section 32p Grants application **MUST** be submitted no later than September 15, 2018 to be considered for funding.

INTRODUCTION/PURPOSE

The purpose of the Section 32p Grants is to ensure local coordination and expansion of infrastructure and programming to support high-quality early childhood and child care programs. The ultimate purpose is to ensure that children are born healthy; that they are healthy, thriving, and developmentally on track from birth to third grade; that they are developmentally ready to succeed in school at the time of school entry; and, that they are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.

Highly effective Great Start Collaboratives (GSCs) and Great Start Parent Coalitions (GSPCs) work together to build and reform the local early childhood system to achieve better outcomes for young children and their families, ultimately ensuring the outcomes that were anticipated when the Office of Great Start (OGS) was developed, and building the local system that can address the implementation of recommendations provided in the OGS boilerplate report, *Great Start, Great Investment, Great Future*. In order to effectively achieve these outcomes, each local Great Start system must include supports for children birth through age 8 in physical health, social-emotional health, family supports and basic needs, parent education, and early education and care.

Each intermediate school district (ISD) or consortium of ISDs that receives funding must convene a local GSC and a GSPC to ensure the coordination and expansion of local early childhood infrastructure and programs that allow every child in the community to achieve the early childhood outcomes:

- (a) Children born healthy.
- (b) Children healthy, thriving, and developmentally on track from birth to third grade.
- (c) Children developmentally ready to succeed in school at the time of school entry.
- (d) Children prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.

Each GSC must upload its approved multi-year strategic plan, with activities and initiatives to be accomplished over the course of the plan toward achieving the four early childhood outcomes, including an annual strategy to assure that children are developmentally ready to succeed in school at the time of school entry.

Section 32p for Fiscal Year (FY) 2019 includes an appropriation for the purpose of providing funding for ISDs or consortia of ISDs, as fiscal agents, to implement home visits for families and their at-risk children prenatally through kindergarten entry. The goals of home visits funded with Section 32p Grants shall be to improve school readiness, reduce the number of pupils retained in grade level, and reduce the number of pupils requiring special education services, to improve positive parenting practices, and to improve family economic self-sufficiency while reducing the impact of high risk factors through community resources and referral. OGS will issue separate instructions regarding expectations set forth in statute prior to distribution of the targeted home visitation funds.

WHERE TO OBTAIN HELP

The instructions contained in these materials are issued by the Michigan Department of Education (MDE), which is the sole point of contact in the state for this grant. Questions regarding this application should be directed to Rachel Pritchard, Great Start Programs Specialist, OGS/Early Childhood Development and Family Education, at 517-241-4766, or by email at pritchardr@michigan.gov. The Early Childhood Investment Corporation will continue to provide training and technical assistance for the GSCs and GSPCs, and is available to discuss approaches to achieving system effectiveness.

FUNDING PROCESS

MDE will award all identified funds for the Section 32p Grants through allocation processes.

ELIGIBLE APPLICANTS/TARGET POPULATION TO BE SERVED BY GRANT

ISDs or consortia of ISDs will be offered funding. The local needs assessment of each GSC will identify the population to be served with the portion of the funds designated for early childhood programming.

SERVICE AREA

There are instances where the GSC and ISD do not have identical boundaries, and that the county or counties that are served may have yet different boundaries. Due to the fiduciary responsibility placed with the ISD, the GSC is to address the area that is covered by the ISD in the collaborative strategies.

CRITERIA ADOPTED BY THE STATE BOARD OF EDUCATION, 8/11/2015

Criteria for Formula Distribution of Funds for the Section 32p Grants

Public Act 85 of 2015 directs MDE to determine the formula for the equitable distribution of the funds for the Section 32p Grants. Use of the federal Child Care and Development Block Grant funds for purposes outlined in federal statute and the state's application to the U.S. Department of Health and Human Services supports coordinating activities of the GSCs/GSPCs.

The formula:

- incorporates funds identified from sources appropriated at the state level;
- applies a base amount for each of the eligible ISD fiduciaries of the GSCs;
- identifies an amount of the remaining funds for programming, distributed by factoring a percentage of the overall state and the GSC area population of birth through age 5 to the funds designated; and
- reserves any legislated portion(s) dedicated to targeted initiatives for distribution based on the need and capacity of the ISD in the context of statewide need.

Criteria for Use of Funds for the Section 32p Grants

GSCs and GSPCs have been operating statewide since 2006, with oversight established in 2012-2013 with the MDE, OGS. In 2013, funding for GSCs and GSPCs was combined with long-standing funding for early childhood services into the Section 32p Grants. Each ISD or consortium of ISDs that receives funding must:

- convene a local GSC and a Parent Coalition to ensure the coordination and expansion of local early childhood infrastructure and programs that allow every child in the community to achieve the OGS outcomes;*
- convene a workgroup to serve as a school readiness advisory committee as also required under guiding legislation for the Great Start Readiness Program;*
- convene workgroups to make recommendations about community services to ensure the OGS outcomes and ensure that the local Great Start system includes supports for children birth through age 8 in physical health, social-emotional health, family supports and basic needs, parent education, and early education and care;*
- forward its approved multi-year strategic plan, including activities and initiatives to be accomplished over the course of the plan toward achieving the four OGS outcomes, including an annual strategy to assure that children are developmentally ready to succeed in school at the time of school entry;**
- support a Director for each GSC who is exclusively designated to the coordination of the GSC for at least three-fourths time, and provide for leadership in convening (by a parent or parents) for each GSPC, staffed at least one-half time;**
- provide additional supports necessary for local staff and supports for parents, such as reimbursement for travel, child care expenses and honoraria to ensure sufficient parent participation in each GSC's planning and implementation efforts;**
- use funds to support projects identified by the GSC's strategic plan to improve and reform the early childhood system to be more effective, efficient, and able to better serve families and young children;**
- intentionally transition from offering programs and supports that may be promising practices in achieving the outcomes to offering programs for children from birth through age 8 that are evidence-based, integrated into the GSC's strategic plan, and implemented with fidelity to a research-based model;**
- annually report to the department on activities actually provided and children and families served;* and
- provide a cost-effective budget with no more than 10 percent administrative cost when budgeting state aid funds, and not exceeding the allowable indirect cost rate when budgeting federal funds.**

Criteria for Use of Funds for Providing Home Visits

Section 32p of the State School Aid Act for 2018-2019, PA 265 of 2018, includes funding for ISDs or consortium of ISDs, as fiscal agents, to designate funds to implement home visits for families and their at-risk children birth through age 8. The goals of home visits funded with Section 32p Grants shall be to improve school readiness, reduce the number of pupils retained in grade level, and reduce the number of pupils requiring special education services, to improve positive parenting practices, and to improve family economic self-sufficiency while reducing the impact of high risk factors through community resources and referral. Each ISD or consortium of ISDs that designate funding for the purpose of providing home visits to at-risk children and their families must:

- develop and submit for approval a locally coordinated, family-centered, evidence-based, data-driven home visit strategic plan;*
- select home visit program models that exhibit evidence in achieving improved school readiness;**
- ensure the program implementation is coordinated with the continuum of local home visit initiatives, serving families prenatally through kindergarten entry;**
- adhere to the terms and reporting requirements as outlined in Public Act 291 of 2012,** and
- annually report to the department an evaluation of home visits including the degree to which school readiness was improved, any change in the number of pupils retained at grade level, and any change in the number of pupils receiving special education services.*

* Criteria Defined in Statute

** Criteria Proposed by Staff

BUDGET PREPARATION

The budget portion of the application should be completed in MEGS+ after completing the 2018-2019 Application and Work Plan. Districts must initiate the Section 32p Grants application in MEGS+, complete the required information, upload the completed Application and Work Plan and the current GSC Strategic Plan and Action Agenda under the attachments section, and submit on or before September 15, 2018. Further guidance on the budget is found in the budget help document and the budget guidance presentation.

REVIEW PROCESS INFORMATION

All plans will be reviewed by staff of MDE, OGS, and its contractors. Only those plans meeting all identified criteria and not exceeding the total amount of funds available will be recommended for funding to the State Superintendent. All funding will be subject to approval by the State Superintendent. All ISDs that submit a plan will be notified of the Superintendent's action and have the right to appeal.

PAYMENT SCHEDULE

Payment to the grantee will be made through the State School Aid payment system, while those ISDs/GSCs receiving a portion of their allocation from the designated Child Care and Development Fund (CCDF) will utilize the Cash Management System (CMS) in which funds are requested for receipts in hand.

CARRYOVER OF FUNDING

The FY19 Section 32p Grants allows for carryover of the State Aid funds through June 30, 2020. Budgeting of any carryover amount into 2018-2019 will be documented in MEGS+. No carryover is allowed for CCDF, and thus those ISDs receiving a portion of the allocation in federal funds must expend and should draw down all funds within CMS by September 30, 2019, but no later than November 29, 2019.

GUIDANCE REGARDING GSC/GSPC FUNDS

The 2018-2019 formula distribution requires a minimum of \$115,000 of the allocation be designated for the GSC/GSPC.

Additional funds may be used to support projects identified by the GSC's strategic plan to improve and reform the early childhood system to be more effective, efficient, and able to better serve families and young children.

OPERATIONS OF THE GSC AND GSPC

Development and implementation of an application, with concomitant resources budgeted to fulfill the goals and objectives are required. Through the submission of the application in MEGS+, the ISD as the entity with fiduciary responsibility for the Section 32p Grants (which includes both the GSC/GSPC as well as any designated early childhood/family programming), confirms that the work plan has been reviewed and the activities are supported.

In addition, it is expected that:

- A highly qualified GSC Director must be maintained. The GSC is required to have at least a three-quarter time person or persons in the role of GSC Director/Coordinator 52 weeks per year dedicated exclusively to ensuring that the GSC's Strategic Plan is fully implemented and executed. It is preferable that only one individual fulfills this role. If the requirement is shared, a primary contact must be established, with a majority of their hours assigned to the direction of the GSC. No more than two people may share the GSC Director position. If an ISD has instituted a configuration that is different than what is approved by the State Board of Education, the ISD is out of compliance.
- At least one highly qualified Parent Liaison must be maintained. The Parent Liaison position must be designated at least one half time, sufficient to lead and coordinate the work of the GSPC, preferably fulfilled by an individual or individuals who is (are) parenting at least one child age birth to 12. If the hours are shared, a primary contact must be established. Multi county GSCs with more than one GSPC should take into consideration the time and resources necessary to make each individual GSPC successful. This might include additional hours or budgetary resources above the minimum required.
- A minimum of 20 percent of GSC membership is comprised of parents of children 0-12 who are serving solely in the role of parent during the GSC meetings (cannot also be representing an organization). The GSC must show progress that the majority of GSC parents use or have used the programs/services of the GSC member organizations spanning across all five Great Start component areas. At least half of the GSC parent members must also be members of the GSPC (this ensures interconnection and information sharing between the two groups).
- Honoraria and assistance with child care and transportation (if needed) are provided for all parent members of the GSC, including during their participation on work groups and in leadership positions.
- Barriers to participation for parents on the GSPC are effectively and efficiently addressed in a manner that alleviates the challenges to participation without causing additional needs or barriers. Addressing barriers might include translation services, childcare assistance, and transportation assistance.

- The GSC is represented on the Great Start to Quality Regional Advisory Team convened by the Great Start to Quality Resource Center. This representation is to encourage a connection between the work of the Great Start to Quality Regional Advisory Team and the GSC's early care and education work group.
- The GSC will convene workgroups to make recommendations about the community services designed to achieve the early childhood outcomes and to ensure that its local Great Start system includes supports for children birth through age 8 in the areas of physical health, social-emotional health, family supports and basic needs, parent education, and early education and care. As is required under guiding legislation for the Great Start Readiness Program (section 32d(4)(h), appended below) a school readiness advisory group must be convened as a workgroup of the local Great Start Collaborative. An existing early care and education work group may serve in this capacity, as long as that body attends to the expectations outlined in the Act.
- The GSC and GSPC will have the opportunity to participate in Training and Technical Assistance designed to align with the activities outlined in the annual application, as well as the multi-year strategic plan. In 2018-2019, Training and Technical Assistance for GSCs and GSPCs will continue to be provided by the Early Childhood Investment Corporation under an agreement with the OGS. GSCs and GSPCs who participate are expected to provide feedback regarding the Early Childhood Investment Corporation's training and technical assistance.
- Once the required base costs for both the GSC/GSPC and EC Programming are met, the GSC/GSPC and the ISD collaboratively discern the best use of the Section 32p Grants funds, utilizing the needs assessment/gap analyses that drove development of the strategic plan, while at the same time, attending to any constraints noted in the SBE criteria. The ISD maintains fiduciary responsibilities for the GSC/GSPC, and facilitates the disbursement of contracts and other financial commitments that the GSC determines will meet the Strategic Plan.

GREAT START COLLABORATIVE MEMBERSHIP

Parents of children (aged 12 or younger) who represent the diversity of the county(ies) must constitute at least 20 percent of the total membership. GSC parent members may not represent an organization as well as the parent role.

Effective GSCs have diverse stakeholder membership with a variety of local services seated at the table. The members should be those who are able to contribute to addressing the early childhood outcomes. Members may include:

- Business leaders (e.g., a president of a local chamber of commerce, a director of workforce development or economic development for the county or counties or a manufacturing association);
- Philanthropic and/or charitable organizations (e.g., the United Way, a community foundation, a service organization);
- Faith-based organizations;
- Organizations that provide services on behalf of minority populations in the county and/or counties;
- Intermediate school district;
- Michigan Department of Health and Human Services (MDHHS);
- Community Mental Health;
- Hospital, health care system and/or managed care plan serving the area represented by the GSC;
- Juvenile or family court judge;

- *Early On*[®];
- Representatives from home visitation and parenting education programs;
- Head Start/Early Head Start;
- Great Start Readiness Program that serves the county and/or counties;
- Licensed Child Care Center and/or Family or Group Home;
- The Great Start to Quality Resource Center;
- Local school district superintendents and elementary principals; and
- Elected governmental officials.

Members are expected to:

- Agree to promote the mission and goals of the GSC;
- Understand the purpose of the GSC, their role and responsibilities as a member, and actively participate in planning and decision-making;
- Attend or send formal representation to GSC meetings on a regular basis; and
- Commit resources and make decisions on behalf of the organization (for organizational representatives).

GSCs may also include additional local organizations and stakeholders as members as they deem necessary to complete the GSC work.

GREAT START COLLABORATIVE PARTNERS (IN ADDITION TO MEMBERS)

GSC partners are individuals, organizations, or groups that agree to work with the collaborative on specific issues or projects of common interest. Partners may join work groups or ad hoc committees or support local efforts in more informal ways (e.g., funders, media, businesses who sponsor events, organizations that work on a specific project, but may not be a work group member, etc.). GSC partners may choose to attend GSC meetings at any time, but particularly when the issue or topic is relevant to their interests.

GUIDANCE REGARDING EARLY CHILDHOOD PROGRAMMING FUNDS

The 2018-2019 formula distribution requires a minimum of \$15,000 of the allocation be designated for early childhood programming.

The Section 32p Grants early childhood programming funds must address the needs of young children and their families in the geographic area covered by the GSC, with the majority of the funds/resources targeted toward priority needs and services which are identified in the GSC strategic plan. Funds must be designated to services and supports that contribute to the early childhood outcomes. Decisions on how to expend the Section 32p Grants funds should be made in an objective manner, including participation and input of parents and other community stakeholders. MDE strongly encourages ISDs/GSCs to utilize a collaborative decision-making model for determining the use of Section 32p Grants funds, particularly when considering contracts for services or supports. A model for collaborative decision making that has worked well in several Michigan communities includes the following practice:

- Develop a request for proposals based on the findings of the GSC needs assessment/gap analysis and strategic planning process.
- Issue the proposal for response by community organizations.

- Develop a review committee comprised of GSC members (including a representative from the ISD and other members).
- Request mini-proposals from entities in the community for Section 32p Grants funds.
- Have the review committee evaluate the proposals (using a simplified scoring mechanism) and provide a recommendation to the GSC (which includes the ISD).

The experience and expertise of local partners should be collaboratively used so that services and supports designed with the programming funds recognize and build upon individual family strengths and existing community services. Each ISD/GSC must develop a program plan based upon the GSC's needs assessment/gap analysis (a key element of the community assessment process for the multi-year plan) that demonstrates collaboration with local entities involved in providing services and programs to young children and their families. Collaboration should include joint planning, shared decision making, and shared leadership.

Areas are encouraged to provide innovative evidence-based models that particularly fit the needs of diverse families in their communities, focusing efforts on populations needing the greatest assistance in achieving the expected outcomes, as well as recognizing the importance of the community's historical, ethnic, linguistic, and cultural resources. Given the limited funding available, projects are expected to align services identified in the multi-year strategic plan and provided as part of broader, existing community services that serve young children and their families. Section 32p Grants funds may be used in conjunction with ongoing projects for the purpose of creating and/or expanding opportunities within already existing services and materials. Funds may not be used to supplant or duplicate existing community and district services. Due to the continued investments in the Great Start Readiness Program, it is expected that none of the Section 32p Grants funds be designated for providing classroom services (including parent engagement) for four-year-old children.

Programs and services funded under the Section 32p Grants should utilize the most current validated research-based methods and curricula for providing programming. Selected methods and curricula may be used with identified target populations only when the target population matches the population upon which the research findings were based. Home visiting programs must utilize evidence-based curriculum and methods such as those approved and highlighted at <http://homvee.acf.hhs.gov>. Public Act 291 of 2012, approved by Governor Snyder on August 1, 2012, requires the use of evidence-based home visiting programs, and provides statutory guidance regarding special data collection necessary to report outcomes. In addition, it is required that there be collaboration working with local Early Head Start (where available) and *Early On* efforts to serve children birth to three.

Funds designated to early childhood programming must ensure that evidence-based models are implemented, however a GSC may determine that the continuance of funding services and supports that are promising practices in achieving the outcomes is necessary. There is a continued expectation to offer programs for children from birth through age eight that are evidence-based, integrated into the GSC's strategic plan, and implemented with fidelity to a research-based model.

ISDs funding home visiting programs with Section 32p Grants funds will be required to complete separate reporting in compliance with PA 291 in addition to the required reporting for the Section 32p Grants.

PLAN PREPARATION, UPLOADS

The following items must be uploaded within the Application in MEGS+:

- FY19 Work Plan must be completed within Great Start Network and saved as a PDF document. Once completed, upload it as an attachment into MEGS+ with the completed Budget.
- Most recently approved GSC Strategic Plan
- Current Action Agenda
- Documentation showing affiliate status of an evidence-based home visitation model, if allocating funding for home visitation with EC Programming funds.

Do not upload supplementary documents such as marketing documents or other publications.

REPORTING AND MONITORING RESPONSIBILITIES

Financial reporting of expenditures will be completed in MEGS+ in addition to other required reporting throughout the grant year as outlined below. Standard expectations for both drawing funds and financial reporting through CMS for the CCDF funds are also required. ISDs receiving a portion of the allocation with federal funds should expend and draw down funds in CMS by September 30, 2019 for expenses in which they have receipts in hand. The remaining balance must be zeroed out no later than November 29, 2019.

INTERIM EXPENDITURE REPORT AND MID-YEAR PROGRESS REPORT-APRIL 30, 2019

Mid-year reports on progress toward achieving goals delineated in the application will be required to be completed and uploaded for review in MEGS+. The expenditure report will cover EC Program funds, GSC/GSPC funds, EC Program Carryover funds, and GSC/GSPC Carryover funds. There will also be a Mid-Year Progress Report to provide a narrative on the progress of the Goals and Objectives chosen in the FY19 Work Plan and Application.

FY19 CARRYOVER FINAL EXPENDITURE REPORT-AUGUST 30, 2020

In accordance with the Act, carryover funds from the preceding year must be expended by June 30, 2020. A report on FY19 carryover funds must be completed no later than August 30, 2020. Any unused funds must be returned to MDE no later than September 30, 2020.

REPORT ON FAMILIES AND CHILDREN SERVED-OCTOBER 15, 2019

The Michigan Department of Health and Human Services holds an interagency agreement with MDE to report those Section 32p Grants State Aid funds utilized for early childhood programming as maintenance of state effort in serving families eligible for Temporary Assistance for Needy Families (TANF). Thus, each grantee is also required to provide a separate report to MDE by October 15, 2019 on:

- The total number of families who received intensive services under the Section 32p Grants, including the number of these families whose income was below 200 percent of the federal poverty level; and
- The total number of children who received intensive services under the Section 32p Grants, with the number of these children whose family income was below 200 percent of the federal poverty level.

MICHIGAN STUDENT DATA SYSTEM (MSDS) REPORTING- AUGUST 2019

Information on each targeted child should be entered into MSDS Early Childhood Programs Component as part of the district's end-of-the-program reporting by the data certification date set for August 2019.

FINAL EXPENDITURE REPORT AND YEAR-END PROGRESS REPORT- NOVEMBER 30, 2019

Section 32p(5) indicates that, "Not later than December 1 of each year, each intermediate district shall provide a report to the department detailing the activities actually provided during the immediately preceding school year and the families and children actually served. The department shall compile and summarize these reports and submit its summary to the house and senate appropriations subcommittees on school aid and to the house and senate fiscal agencies not later than February 15 of each year."

A final expenditure report is completed in MEGS+ no later than November 30, 2019, and a year-end report on progress toward achieving goals delineated in the application will be required to be completed and uploaded for review in MEGS+. The expenditure report will cover EC Program, EC Program/HV, GSC/GSPC, EC Program Carryover, EC Program/HV Carryover, and GSC/GSPC Carryover funds. There will also be a Year-End Report to provide a narrative status of the Goals and Objectives chosen in the FY19 Work Plan and Application.

STATUTE

Section 32p of the State School Aid Act, Public Act 265 of 2018.

Sec. 32p. (1) From the appropriation in section 11, there is allocated an amount not to exceed \$13,400,000.00 to intermediate districts for 2018-2019 for the purpose of providing early childhood funding to intermediate school districts to support the activities under subsection (2) and subsection (4), and to provide early childhood programs for children from birth through age 8. The funding provided to each intermediate district under this section shall be determined by the distribution formula established by the department's office of great start to provide equitable funding statewide. In order to receive funding under this section, each intermediate district shall provide an application to the office of great start not later than September 15 of the immediately preceding fiscal year indicating the activities planned to be provided.

(2) Each intermediate district or consortium of intermediate districts that receives funding under this section shall convene a local great start collaborative and a parent coalition. The goal of each great start collaborative and parent coalition shall be to ensure the coordination and expansion of local early childhood infrastructure and programs that allow every child in the community to achieve the following outcomes:

- (a) Children born healthy.
- (b) Children healthy, thriving, and developmentally on track from birth to third grade.
- (c) Children developmentally ready to succeed in school at the time of school entry.
- (d) Children prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.

(3) Each local great start collaborative and parent coalition shall convene workgroups to make recommendations about community services designed to achieve the outcomes described in subsection (2) and to ensure that its local great start system includes the following supports for children from birth through age 8:

- (a) Physical health.
- (b) Social-emotional health.
- (c) Family supports and basic needs.
- (d) Parent education.
- (e) Early education, including the child's development of skills linked to success in foundational literacy, and care.

(4) From the funds allocated in subsection (1), at least \$2,500,000.00 shall be used for the purpose of providing home visits to at-risk children and their families. The home visits shall be conducted as part of a locally coordinated, family-centered, evidence-based, data-driven home visit strategic plan that is approved by the department. The goals of the home visits funded under this subsection shall be to improve school readiness using evidence-based methods, including a focus on developmentally appropriate outcomes for early literacy, to reduce the number of pupils retained in grade level, to reduce the number of pupils requiring special education services, to improve positive parenting practices, and to improve family economic self-sufficiency while reducing the impact of high-risk factors through community resources and referrals. The department shall coordinate the goals of the home visit strategic plans approved under this subsection with other state agency home visit programs in a way that strengthens Michigan's home visiting infrastructure and maximizes federal funds available for the purposes of at-risk family home visits. The coordination among departments and agencies is intended to avoid duplication of state services and spending, and should emphasize efficient service delivery of home visiting programs.

(5) Not later than December 1 of each year, each intermediate district shall provide a report to the department detailing the activities actually provided during the immediately preceding school year and the families and children actually served. At a minimum, the report shall include an evaluation of the services provided with additional funding under subsection (4) for home visits, using the goals identified in subsection (4) as the basis for the evaluation, including the degree to which school readiness was improved, any change in the number of pupils retained at grade level, and any change in the number of pupils receiving special education services. The department shall compile and summarize these reports and submit its summary to the house and senate appropriations subcommittees on school aid and to the house and senate fiscal agencies not later than February 15 of each year.

(6) An intermediate district or consortium of intermediate districts that receives funding under this section may carry over any unexpended funds received under this section into the next fiscal year and may expend those unused funds through June 30 of the next fiscal year. A recipient of a grant shall return any unexpended grant funds to the department in the manner prescribed by the department not later than September 30 of the next fiscal year after the fiscal year in which the funds are received.

Section 32d (4)(h)

Participation in a school readiness advisory committee convened as a workgroup of the great start collaborative that provides for the involvement of classroom teachers, parents or guardians of program participants, and community, volunteer, and social service agencies and organizations, as appropriate. The advisory committee annually shall review and make recommendations regarding the program components listed in this subsection. The advisory committee also shall make recommendations to the Great Start Collaborative regarding other community services designed to improve all children's school readiness.